

Interaction in the Language Curriculum

Awareness, Autonomy and
Authenticity

Leo van Lier

Applied Linguistics and Language Study



Interaction In The Language Curriculum

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Interaction in the Language Curriculum Leo Van Lier, 2014-06-03 Interaction in the Language Curriculum offers an innovative theory of language education integrating curriculum practice research and teaching. It emphasises the interdependence of knowledge and values and stresses the central importance of learning as a social process. Leo van Lier argues that moral as well as intellectual and practical principles must underlie curriculum development and everyday teaching captured in his triple focus on Awareness, Autonomy and Authenticity. In addition to its rich grounding in language education practice, the book draws support for his position from diverse sources in sociology, philosophy and cognitive science from the work of Bourdieu, Giddens, Wittgenstein, Peirce, Vygotsky, Bakhtin and Dewey. In the current broadening context of language education, this study makes an important contribution to research. It presents a coherent philosophical theory as well as considering practical issues in implementation of a new language curriculum. As such, it will be of great benefit to teachers, applied linguists and educationalists generally. Group Work in the English Language Curriculum P.

Chappell, 2014-11-04 This book explores how using small groups in second language classrooms supports language learning. Chappell's experience as a language teacher equips him to present a clear evidence-based argument for the powerful influence group work has upon the opportunities for learning and how it should therefore be an integral part of language lessons.

The Handbook of Classroom Discourse and Interaction Numa Markee, 2019-01-30 Offering an interdisciplinary approach, The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explore the latest research methodologies and theories related to classroom language. Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically, it discusses key issues in the future development of research in critical areas of education and applied linguistics. Provides empirically based analysis of classroom talk to illustrate theoretical claims and methodologies. Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory.

Willingness to Communicate, Multilingualism and Interactions in Community Contexts Alastair Henry, Peter D. MacIntyre, 2023-10-10 This book presents the findings of an in-depth qualitative longitudinal investigation into the willingness to communicate (WTC) of individuals who, through varying migration channels, left one cultural linguistic context to make a new life in another. It examines communication behaviours and language choice in multilingual community contexts and emphasises how even the most trivial of communication events are embedded in histories of previous communication and are influenced by emotions connected with a person's overall life situation. The book fills a gap in contemporary WTC research by examining how WTC operates in multilingual community contexts. Through the use of a complexity lens and the presentation of a revised 3D pyramid model, the authors demonstrate the dynamic nature of WTC and shed new light on processes that affect communication, migration and well-being. This book

will be of interest to researchers seeking to explore individual differences using context sensitive and temporally focused designs

CALL, Culture and the Language Curriculum Licia Calvi, Walter Geerts, 2012-12-06 A consensus seems to exist on the following In foreign language acquisition methodology sound methods and efficient tools have been developed until now in order to allow the learner to master and put into practice grammar basic vocabulary and frequent communicative rules Within this area Computer Assisted Language Learning CALL has become an indispensable partner often leading the game Beyond these borders however methodology as a whole becomes more blurred Rules seem to vanish variation and specialisation increase Intuitive and ad hoc approaches seem to take the lead on formally established methods The reasons for this are obvious how to control the enormous ever changing and expanding set of data links and encyclopedic information that we associate with a richly developed human language In front of this overwhelming opponent the search for method often surrenders This is the point where CALL could offer foreign language learning the opportunity to make another jump forward Information technology is capable of handling and streamlining huge and complex amounts of information But this is also the point where language crosses the border of the purely linguistic fact and where language learning has to come to terms with what we would call cultural issues

Meaningful Teaching Interaction at the Internationalised University Doris Dippold, Marion Heron, 2021-05-09 This edited collection draws together the latest thinking research and practical case studies related to classroom interaction at internationalised universities Through evidence based approaches which involve the analysis of and reflection on classroom interaction practices this book examines issues related to classroom interaction in disciplinary higher education contexts whilst addressing the question of how teachers and students can develop their ability in orchestrating and taking part in classroom interaction Covering topics such as classroom interactional competence silent students interaction and integration in multicultural classes social factors in classroom talk group interaction oracy development and anti bullying interventions this title is ideal reading for postgraduate students teacher trainers in higher education scholars and researchers and anyone interested in higher education pedagogy and its development

Transcultural Interaction and Linguistic Diversity in Higher Education A. Fabricius, Bent Preisler, 2015-06-22 This book presents research that seeks to understand students experiences of transnational mobility and transcultural interaction in the context of educational settings confronted with linguistic diversity

Classroom Interactions as Cross-Cultural Encounters Jasmine C. M. Luk, Angel M. Y. Lin, 2017-09-25 Classroom Interactions as Cross Cultural Encounters is about native English speakers teaching English as a global language in non English speaking countries Through analysis of naturally occurring dialogic encounters the authors examine the multifaceted ways in which teachers and students utilize diverse communicative resources to construct display and negotiate their identities as teachers learners and language users with different pedagogic institutional social and political implications A range of issues in applied linguistics is addressed including linguistic imperialism post colonial theories micropolitics of classroom interaction

language and identity and bilingual classroom practices Intended to help TESOL professionals of different cultural backgrounds working in different sociocultural contexts to critically understand how non assimilationist dialogic intercultural communication with students can be achieved and built on for mutual cultural and linguistic enrichment and empowerment this book emphasizes the sociocultural meanings and micropolitics of classroom interactions that reveal the complex realities of power and identity negotiations in cross cultural interactions in ELT English Language Teaching classroom contexts revisits and reconstitutes the notion of native speakerness and repositions the roles of native and non native English teachers in the TESOL profession in the contexts of decolonization and globalization highlights the need to mobilize intercultural communicative resources for global communication addresses two major concerns of EFL English as a Foreign Language classroom researchers and teachers student resistance and learning motivation and examines and analyzes the changing ideologies both explicit and implicit of teachers and students about English learning in the context of a post colonial society and how these ideologies are being enacted reproduced but also sometimes contested in EFL classroom interactions Each chapter includes Questions for Reflection and Discussion to promote critical thinking and understanding of the issues discussed Tuning In discussion questions are provided in the three chapters on classroom data analysis to activate readers interpretive schemas before they examine the actual classroom episodes The data are from an ethnographic study in post colonial Hong Kong secondary schools involving four native English speaker teachers and two bilingual Cantonese English speaking teachers engaged in intercultural classroom dialogues with their Cantonese Hong Kong students The rich naturally occurring classroom data and in depth analyses provide useful pedagogical materials for courses in EFL teacher education programs on classroom discourse analysis from sociocultural perspectives *The Language of Teaching* Anthony Davies Edwards,V. J. Furlong,1978 Dramatic Interactions Nicoletta Marini-Maio,Colleen Ryan-Scheutz,2011-01-18 Dramatic Interactions is a collection of essays on the flourishing and interdisciplinary subject of teaching foreign languages literatures and cultures through theater With rich examples from a variety of commonly and less commonly taught languages this book affirms both the relevance and effectiveness of using theater for foreign language learning in the most comprehensive sense of the term It includes innovative approaches to specific theatrical texts and addresses numerous aspects of foreign language learning such as oral proficiency and communication intercultural competence the role of affect and motivation in foreign language study multiple literacies regional variations and dialect literary analysis and adaptation and the overall liberating effects of verbal and non verbal self expression in the foreign language Dramatic Interactions renders accessible efficacious and enjoyable the study of languages literatures and cultures through theater with the hope of inspiring and facilitating the greater incorporation of theatrical texts and techniques in foreign language courses at every level Teaching through Peer Interaction Rebecca Adams,Rhonda Oliver,2019-02-05 Teaching through Peer Interaction prepares teachers to use peer communication in the classroom It presents current research of peer interaction and language

learning for teachers including background on the role of peer interaction in classroom language learning guidelines for adopting and adapting peer interaction opportunities in real classrooms and perspectives on teachers frequently expressed concerns and questions about peer interaction Practical and comprehensive this text brings together information on peer communication across the different skill areas for different learners in different contexts and includes discussion on assessment The text is replete with sample activities tasks and instructional sequences to aid teachers understanding of how to use peer interaction effectively in a range of classroom settings making it the ideal textbook for upper level undergraduate and graduate students in language education programs as well as in service teachers

Language Education and Applied Linguistics Howard Nicholas, Donna Starks, 2014-02-24 Language Education and Applied Linguistics bridging the two fields provides a starting point for students and researchers in both Language and Education who wish to interpret and use insights from the field of Applied Linguistics and for Applied Linguists who wish to engage in dialogue with language educators and researchers in education Providing a framework for understanding the resources individuals use to communicate this accessible and innovative text will enable teachers and learners to understand and discuss features and tools used in communication This framework enables Learners to explore their current language abilities and their desired future communicative abilities empowering them to engage with their own language learning needs Language educators to explore central concerns in multiliteracy digital literacies plurilingualism and plurilingual development Applied Linguistics students to understand theories of applied linguistics and language education Sociolinguists to bring their research into education Language Education and Applied Linguistics can be used by students teachers researchers and teacher educators to explore multilingual contexts and communicative purposes in language classrooms language education and applied linguistics

Spoken English, TESOL and Applied Linguistics Rebecca Hughes, 2005-12-15 Leading researchers in the field of spoken discourse and language teaching offer an empirically informed issues based discussion of the present state of research into spoken language They address some of the complex and rewarding opportunities offered by these emerging insights for language education and specifically for TESOL They ask whether new data and evidence that spoken discourse is a distinctive genre will challenge existing language theories and teaching What could be the practical outcomes for curriculum teaching approaches materials and assessment A stimulating resource for researchers and for professional and student language teachers

Resources in Education , 2000-10 Rethinking Second Language Learning Marisa Cordella, Hui Huang, 2016-05-19 This book evaluates a project where formal classroom learning of a second language was supplemented with informal natural interactions with older native speakers of the target language delivering a number of pedagogical and societal benefits The authors introduce a model of intergenerational intercultural encounters which aims to promote the use of community language resources enrich the experiences of young learners foster greater understanding between generations break down cultural stereotypes encourage appreciation of different cultures and enhance the quality of

life and community engagement of older people with a bi multilingual background It draws on theories of language acquisition discourse analysis and psychosocial perspectives to propose a model of language learning for students that can be used for any language or locality It is therefore an essential resource for graduate students researchers and language teachers as well as for education aged and youth care policy makers practitioners and community services workers who are interested in innovative language pedagogy Cross-Cultural Interaction: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2014-01-31 In a globalized society individuals in business government and a variety of other fields must frequently communicate and work with individuals of different cultures and backgrounds Effectively bridging the culture gap is critical to success in such scenarios Cross Cultural Interaction Concepts Methodologies Tools and Applications explores contemporary research and historical perspectives on intercultural competencies and transnational organizations This three volume compilation will present a compendium of knowledge on cultural diversity and the impact this has on modern interpersonal interactions Within these pages a variety of researchers scholars professionals and leaders who interact regularly with the global society will find useful insight and fresh perspectives on the field of cross cultural interaction **Language Interaction in Teaching and Learning** Lee J. Gruenewald, Sara A. Pollak, 1984 **Thesaurus of ERIC Descriptors**, 1974 *Case Studies in Language Curriculum Design* John Macalister, 2013-05-13 This casebook covers a wide range of teaching learning contexts and offers in depth analyses of ESL ELT language curriculum design issues Each case draws on and is linked to the model presented in Nation and Macalister's Language Curriculum Design **Research in Education**, 1974

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